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ABSTRACT

The expectations of the Kentucky State Board of Education regarding a systematic plan for improving the professional performance of Kentucky public school system educational staff--nonacademic as well as academic--are set forth. A description of the plan is given. Methods for implementation of the Kentucky Plan into local school systems are outlined, and modifications of the plan for adaptability to special situations are discussed. (LH)

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IMPLEMENTING THE KENTUCKY PLAN FOR IMPROVING THE PROFESSIONAL PERFORMANCE OF SCHOOL PERSONNEL

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HANDBOOK FOR LOCAL SCHOOLS

SP015052

Message from the Superintendent

After four years of intensive study and planning with professional and lay organizations, the State Department of Education is now launching the *Kentucky Plan for Improving the Professional Performance of School Personnel* in the public and private schools of the Commonwealth.

I urge you to study carefully this *Handbook for Local Schools* which explains clearly and succinctly the expectations of my administration and the State Board of Education regarding a systematic plan for improving the professional performance of all staff members—classroom teachers, administrators, and other professional personnel. I believe *The Kentucky Plan* is a professional and productive approach to staff development programs because it is based on the philosophy that the educator desires and is committed to a continuous upgrading of his professional performance. This commitment is a basic factor in improving the quality of educational programs offered the boys and girls enrolled in the Kentucky schools.

Within the Department of Education this program will be administered and coordinated from the Office of Special Programs and Services by Dr. Donald Van Fleet, Head of the Office, and by Juanita Jones, Director of the Staff Development Unit.

Special recognition and appreciation is extended to Dr. Sidney Simandle, Director, Division of Teacher Education and Certification, and his staff for their leadership in working with the State Planning Committee appointed to develop *The Kentucky Plan.*

As the implementation of *The Kentucky Plan* gets under way during the 1976-77 school year, I hope all 182 school districts in the Commonwealth will clearly understand the primary thrust of *The Kentucky Plan for Improving the Professional Performance of School Personnel,* and that is, the improvement of performance so that our students can receive the best from all of us.

Dr. James B. Graham
Superintendent of Public Instruction

August 16, 1976

Acknowledgements

Although this document contains only a few pages, a tremendous amount of time and effort has gone into the development of *The Kentucky Plan for Improving the Professional Performance of School Personnel.* The total documentation of meetings, conferences, working papers, etc. amounts to several hundred pages.

The first major event was an invitational conference in Louisville on December 1, 1973, held with officers and board members of certain professional organizations. Recognition and acknowledgement should be given to the contributions of the representatives who attended:

KEA Committee on Teacher Education and Instruction	10
Officers and Board Members of the Association of Classroom Teachers	24
Officers and Board Members of the Kentucky Association of Elementary School Principals, the Kentucky Association of Secondary School Principals, the Kentucky Association of Educational Supervisors, the Kentucky Association of School Superintendents, and the Kentucky Association of School Administrators	15
College and University representatives	6
State Department of Education representatives	5
Temporary Steering Committee on Improving Performance of School Personnel	6
Total	66

Following the December 1, 1973, conference the presidents of the organizations listed above met on December 14, 1973, and recommended that the Superintendent of Public Instruction appoint and support a committee for improving the professional performance of school personnel and that the committee be named from nominees submitted by the constituent organizations. After some delay the committee was appointed on September 9, 1974.

Special appreciation and recognition must go to these committee members who gave so much of their time over a two-year period:

Fred Newton, Committee Chairman, Supervisor, Ft. Campbell Schools, and representing the Kentucky Association of Educational Supervisors

Ms. Jo Catherine Clark, Reading Specialist, Jacob School, Louisville City Schools, and representing KEA Department of Classroom Teachers

Ms. Peg Clark, Citizen Parent, Louisville, and representing the Kentucky Congress of Parents and Teachers

Abe Hammons, Superintendent, Bardstown City Schools, and representing the Kentucky Association of School Superintendents

Roy Hina, Principal, Sturgis Junior High School, Union County Schools, and representing the Kentucky Association of Elementary School Principals

Ms. Louise Hite, Elementary teacher, Middlesboro City Schools, and representing KEA Board of Directors

Ms. Elinor Martin, High school foreign language and English teacher, Fort Campbell Dependent Schools, and representing KEA Department of Classroom Teachers

Ms. Juanita K. Park, Western Kentucky University, and representing KEA Department of Classroom Teachers

Ms. Kathleen Porter, Reading teacher, Hanson School, Hopkins County Schools, and representing KEA Committee on Teacher Education and Instruction

Dr. James H. Powell, Dean, School of Education, Morehead State University, and representing teacher education institutions

Denzil Ramsey, Principal, Jesse Stuart High School, Jefferson County Schools, and representing Kentucky Association of Secondary School Principals

Ms. Carolyn Richardson, Trigg County Board of Education, and representing Kentucky School Boards Association

Dr. Sidney Simandle (committee secretary), Bureau of Instruction, Department of Education

Earl Wheeler, Principal, Russell Elementary School, Ashland City Schools, and representing Kentucky Association of School Administrators

Throughout its deliberations the committee was also served by consultants from the Department of Education and state government:

Robert Spillman, Bureau of Vocational Education, Department of Education

Ms. Lynn Wood, Office of Planning and Research, Department of Education

Dr. Donald VanFleet, Legislative Research Commission

Shortly after the appointment of the committee Ms. Louise Hite resigned because of illness and was replaced by Ms. Billie Jean McDade, English teacher, Middlesboro High School. Near the end of the committee's work Dr. Abe Hammons resigned due to relocation out of state and was replaced by Dr. Fred Williams, Superintendent, Ft. Thomas Schools.

Following the distribution of approximately 2,000 copies of a progress report of the committee in which was presented *A Proposed Program for Improving the Professional Performance of School Personnel* (March 15, 1975) there was action by means of resolutions from the Kentucky School Boards Association, the Kentucky Congress of Parents and

Teachers, and the Kentucky Education Association.

On May 18-19 1975, another conference was held in Louisville relating to suggestions for implementing the plan for improving the professional performance of school personnel. Recognition should be given to these conference participants including:

Local district and state officers of the Kentucky Education Association	61
Officers representing the principals', supervisors', and superintendents' organizations affiliated with KASA	41
Representatives of the Kentucky School Boards Association	6
Representatives of the Kentucky Congress of Parents and Teachers	7
Representatives of teacher education institutions	23
Representatives from the State Department of Education	22
Members of the state committee	9
	Total 169

Further recognition should be given to officers of organizations who met directly with the Committee for Improving the Professional Performance of School Personnel for further discussions. These persons include Ms. Billye Pope, President of KEA; Mr. Bobby Chaney, President, Kentucky Association of School Superintendents; Mr. Logan Perry, President-Elect, KASS; Mr. Maurice Bement, Executive Director, Kentucky School Boards Association; Marjorie Koger, President, Kentucky Association of Directors of Pupil Personnel; Mr. Gary Martin, President-Elect, Kentucky Personnel and Guidance Association.

Special acknowledgement should be given to those who made appearances at a hearing on the proposed regulations on December 30, 1975, and presented detailed criticisms and suggestions regarding *The Kentucky Plan.*

Finally, attention is directed to the twenty school districts in west Kentucky whose representatives—teachers and administrators—participated in a Title III staff development project during 1975-76 which was based on the concept of *The Kentucky Plan.* Ms. Juanita Jones served as director of the Title III project.

It should be noted that the development of *The Kentucky Plan* has occurred over a span of four calendar years during which time the various professional organizations have changed presidents from three to five times. The effort began during the administration of Dr. Lyman V. Ginger as Superintendent of Public Instruction and is continuing during the administration of Dr. James B. Graham. It should be acknowledged that for such a long term effort it is hardly possible to preserve complete consensus and unanimity of viewpoints on all items. Nevertheless, there has existed throughout the study and the development of *The Kentucky Plan* the central thought that the individual practitioner—classroom teacher, administrator, or supporting services person—can improve the level of professional services rendered if given both the opportunity and encouragement as well as the resources to engage in a systematic plan for improvement.

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The Kentucky Plan for Improving the Professional Performance of School Personnel

Purpose and Rationale

One of the distinctive characteristics of any profession is the dedication of its members to a career-long program of continuing professional development and improvement. It is recognized that while academic preparation is necessary and important, true professionalism requires additional dimensions of professional growth and improvement. Accordingly, there is need for a systematic plan for encouraging and assisting the continuing improvement of the performance of professional school personnel.

A project planning committee was appointed on September 9, 1974, by the Superintendent of Public Instruction "to create an effective system of improving professional performance—a system which can be put into practice in any school situation in Kentucky, a system which can be utilized with all professional staff members whether they may be classroom teachers, administrators, or other professional personnel."

The project planning committee later became known as the State Committee for Improving the Professional Performance of School Personnel. Regulations subsequently adopted by the State Board of Education to define and implement the project have been given the title *The Kentucky Plan for Improving the Professional Performance of School Personnel.* These regulations are printed verbatim below.

Defining the Kentucky Plan
704 KAR 3:280

Section 1

Each local board of education shall provide for the improvement of every professional school employee in an individualized program of self-evaluation and performance improvement through the application of *The Kentucky Plan for Improving the Professional Performance of School Personnel.*

Section 2

The Kentucky Plan for Improving the Professional Performance of School Personnel shall be defined as the process described below:

1. To initiate the process, each professional school employee shall:

   a. Clarify with his immediate supervisor the expectations of the job he is assigned to perform;

   b. Determine that part of the assignment wherein he desires to improve his level of

performance; and

c. Consult with a professional colleague, selected by the employee and the immediate supervisor, to further refine the performance objectives and to develop a plan of action.

2. A written plan of action is evolved which:

   a. Identifies the specific performance objectives;

   b. Schedules the steps or actions to be taken by the professional school employee and the supporting actions to be taken by others for the achievement of the performance objectives;

   c. States the means by which it will be determined that the performance objectives have been accomplished; and

   d. Includes dates for subsequent meetings.

3. The professional school employee maintains appropriate records and each consultation period thereafter is utilized for:

   a. Progress review and modification of the original plan of action, as appropriate; and

   b. Repeating the process as additional performance objectives are identified.

Development and Implementation of a
Local School District Plan
704 KAR 3:280

Section 3

Each local board of education shall develop and implement a plan for improving the performance of all professional school personnel based upon *The Kentucky Plan.* The local board of education shall adopt appropriate rules and regulations for the implementation of the plan. The local plan shall include provisions for:

1. A local implementation committee to be appointed by the local school superintendent and to include classroom teachers as a majority of the committee;

2. A definition of terms used in the local plan, examples of forms and reports to be used, and procedures to be followed; and

3. The application of *The Kentucky Plan* to every professional school employee in the district.

Section 4

Each local board of education shall submit to the Superintendent of Public Instruction for approval the local school district plan for improving the professional performance of school personnel on such forms and dates as he shall determine.

Section 5

A local board of education may submit to the Superintendent of Public Instruction for approval an alternate local school district plan for improving the professional performance of school personnel, that is not based on *The Kentucky Plan*, provided the alternate plan is submitted in written form and provided the alternate plan is in keeping with the philosophy expressed in KRS 156.095.*

Provisions for a State Advisory Committee
704 KAR 3:280

Section 6

The Superintendent of Public Instruction shall appoint an Advisory Committee for Improving the Professional Performance of School Personnel to include representation from such professional organizations, lay organizations, and institutions as he deems appropriate. The Advisory Committee for Improving the Professional Performance of School Personnel shall have the following duties:

1. Make recommendations to the Superintendent of Public Instruction for the implementation of these regulations;

2. Provide a continuous liaison and communications function between the institutions and organizations and the Department of Education;

3. Conduct a continuing study of the various approaches to the improvement of professional personnel in operation in other states and to study the progress and the effectiveness of the application of the Kentucky project within the state and to make recommendations from time to time for the further refinement and improvement of the project in Kentucky; and

4. Assist in the efforts to evaluate the effectiveness of *The Kentucky Plan for Improving the Professional Performance of School Personnel.*

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* KRS 156.095. The State Department of Education is hereby authorized to establish, direct and maintain a state-wide program of in-service teacher training. Said program shall be organized and operated for the purpose of improving instruction in the public common schools and for the improvement of the leadership qualities and professional competence of principals, supervisors and teachers and for such other services in the improvement of instruction in the public common schools as may be approved from time to time by the State Board of Education on the recommendation of the Superintendent of Public Instruction.

Implementing the Kentucky Plan in the Local Schools

Responsibility for Initiating the Local School Plan at the Local School Level

The statutes provide that "each board of education shall have general control and management of the public schools in its district..." (KRS 160.290). The statutes further provide that "the superintendent shall be the executive agent of the board..." and that "the superintendent shall see that the laws relating to the schools, the bylaws, rules and regulations of the State Board of Education, and the regulations and policies of the district board of education are carried into effect" (KRS 160.370). Consequently, the implementation of the State Board of Education regulations relating to the improvement of the professional performance of school personnel becomes the responsiblity of the local board of education and the local school superintendent. It is the responsibility of the local school superintendent to initiate the implementation of the Kentucky plan at the local school level.

Procedural Steps for Implementation at the Local School Level

The procedural steps for implementing *The Kentucky Plan for Improving the Professional Performance of School Personnel* are outlined below.

1. Formation of a local school district committee followed by committee study and training to become more fully informed

2. Preparation of the local school district plan by the committee, utilizing *The Handbook for Local Schools,* involving professional school employees of the district, and in consultation with the school superintendent

3. Adoption of appropriate rules and regulations by the local board of education for implementing the local school district plan

4. Orientation of the professional staff for implementation on a school-by-school basis to include understanding of:

   a. Purpose of the improvement process

   b. Overview of the local school district plan for implementation

   c. Setting performance objectives

   d. Relationships with the immediate supervisor and with the professional colleague

   e. Plan of action for achieving objectives

f. Recording progress

g. Inter-relationship of individual performance objectives and department or school objectives.

5. Initial implementation of the local school district plan at first emphasizing the inter-personal relationships and the procedural aspects rather than attempting to accomplish ambitious performance objectives.

Formation of the Local School District Committee for Improving the Professional Performance of School Personnel

While the majority representation on the local school district committee is made up of classroom teachers, consideration should also be given as to how representation may be afforded other professional school employees such as guidance counselors, school media librarians, principals, and the like.

It is recommended that consideration be given to including one or more lay persons on the committee; the selection could be from the school board members, the parent-teacher organization, the local Citizens Advisory Council or other similar groups. Student representation may also be considered.

Orientation and Training for the Local School District Committee

The first step in the orientation of the local school district committee is for each member to carefully study this handbook for local schools and then discuss it in detail at committee meetings.

The State Department of Education will be conducting workshops for orientation to the concept of professional improvement by means of the performance objectives approach. However, the committee should proceed with its activities without delay. The primary task is to write a handbook for use in the local schools.

While it is possible to initiate the improvement process with a minimum of orientation, a continuing series of training activities for committee members and for professional school employees will be needed over a period of years as the program evolves.

Position Statement and Rationale

The state committee has adopted certain position statements which express the philosophy and rationale for *The Kentucky Plan.* It is important that each local school district committee develop its own position statements and rationale. Short, simple statements are preferable. It should be understood that such statements are usually general in nature.

Following are several of the position statements developed by the state committee which are illustrative of the type of statements which might be adopted by a local school district committee:

1. The plan for improving the professional performance of school personnel should involve all professional school personnel—administrators, support personnel, itinerant teachers, classroom teachers, etc.

2. Whatever local school district plan is developed, provisions should be made for a period of preliminary study and orientation with the personnel to be involved in any given situation.

3. The local school district plan and its implementation must be worked out cooperatively as professional partners by the parties involved, with input from teachers, administrators, school boards, parent groups, and student groups.

4. The design for the local school district plan should be easily understood and easily communicated.

5. The thrust of *The Kentucky Plan* should focus on the improvement of performance—nothing else. The system should provide, as a matter of record, for the clear identification of the improvement made by each individual.

6. The local school district plan should be designed to foster and improve professional relationships as opposed to creating tensions and strained relations.

7. It should be understood that the full implementation of the local school district plan will be a developmental process—each year's progress should be evaluated and refinements made for the next year's operation.

8. There should be provision for a continuous assessment of the local school district operation of *The Kentucky Plan,* to include an awareness of any new developments that might emerge within the state so that the whole program can be continually renewed and revitalized.

Job Descriptions and Expectations

For the first year or two of operation it may not be feasible to invest the time and energy required to prepare detailed written job descriptions for every professional position. (However,

this is not as formidable a task as may be imagined.) While it is the responsibility of the local board of education to set job descriptions, the local implementation committee may choose to assist in this task.

The Department of Education, Bureau of Administration and Finance, has prepared a twelve-page guide entitled "Techniques for Writing Job Descriptions" which is further supplemented by a collection of more than 120 pages of sample job descriptions that are currently being utilized in schools and in industry.

Also, the National School Boards Association has been gathering job descriptions from the various school districts where such descriptions have been prepared. The association offers this publication service for approximately $100 which includes permission to reproduce.

Setting the Performance Objectives

In initiating *The Kentucky Plan* the primary emphasis during the first year should be to work out the procedural details and to establish good working relationships. In the beginning it is suggested that participants select rather limited performance objectives, but even these limited objectives should be significant and professionally satisfying.

The essence of *The Kentucky Plan* is that each individual professional employee identifies his own particular performance objective for improvement. The selection of a particular performance objective is not indicative of a weakness in a given area but rather an expression of professional insight into a means for improving performance.

Because of inexperience with the process, some individuals may attempt to set up rather ambitious objectives that may be most difficult to attain. One of the functions of the professional colleague and of the immediate supervisor is to persuade such individuals to set more limited and realistic objectives. Likewise, it is the responsibility of the professional colleague and the immediate supervisor to question objectives that appear to be trivial or insignificant.

The performance objectives should be clearly stated in terms of the desired outcome(s). Consider the following illustrations:

1. Performance Objective: I want to learn how to work with small groups in my 9th grade general mathematics classes.

   Plan of Action: With the help of the chairman of the mathematics department (or principal or supervisor) I will identify one or more mathematics teachers who are using the small group sessions successfully for general mathematics teaching and we will

initiate communication with them so that I may learn this teaching technique. I will use small group instruction for at least one unit of instruction in general mathematics.

Criteria of Accomplishment:

a. I will have a better understanding of the purpose of small group instruction for 9th grade general mathematics.

b. I will have taught one unit utilizing the technique of small group instruction.

c. I will be in position to judge for myself the appropriateness of small group instruction for the various activities in 9th grade general mathematics.

2. Performance Objective: I want to learn to play the guitar (or piano) as an added skill for teaching kindergarten.

   Plan of Action: Resume my earlier interest in playing the guitar and practice accompaniment for a repertoire of songs for the kindergarten level. Seek assistance from guitar playing friends for some of the technical aspects.

   Criteria of Accomplishment: I will be able to engage my kindergarten class in group singing and provide the guitar accompaniment.

3. Performance Objective: I want to learn some organizational techniques for incorporating into the total school curriculum the new things which are being mandated (such as drug education, career education, consumer education) so that the curriculum modification will be orderly and effective.

   Plan of Action: Review reference materials on group dynamics, human reactions to change, and study particularly how curriculum changes have been accomplished in other areas of study and in other schools. Set up discussions with small groups of teachers at all grade levels to discuss the problems and anxieties that may be encountered in curriculum change and to seek suggestions and comments. Prepare an organizational model for curriculum change and refine the model through consultations with teachers, administrators, State Department of Education personnel, and consultants from the state universities. Use the curriculum model for one of the mandated curriculum changes and on the basis of this experience refine the model for use with other changes.

   Criteria of Accomplishment: A local school district model for curriculum change will be developed and implemented with one curriculum change. An evaluation will be made of the effectiveness of the model.

4. Performance Objective: To study my teaching behavior to determine whether I am carrying out my own philosophy of teaching.

   Plan of Action: Make a listing of 10 to 15 basic beliefs about the teaching-learning process (such as in classroom interaction pupils should do more of the talking than the teacher; the teacher should provide reinforcement of pupil activity with praise and

encouragement; classroom disturbances should be controlled by non-verbal language or behavior modification techniques rather than by shouting at pupils). Make tape recordings of classroom activity and then analyze the events to determine whether I am really exhibiting the behavior that I believe in. In the situations where I am falling short of my own beliefs, begin a conscious effort to change the behavior.

Criteria of Accomplishment: Hopefully, I will soon reach a point where my teaching behavior will be consistent with my own beliefs about the teaching-learning process.

Selection of Colleague

As stated in *The Kentucky Plan*, "each professional school employee shall consult with a professional colleague, selected by the employee and the immediate supervisor . . ."

First of all, the colleague may serve as a sounding board while the performance objectives are being established. As stated above, the colleague may persuade the individual to avoid trivia in favor of more worthy objectives. The colleague may also serve in the role of professional advisor, helping the individual to identify an array of alternatives from which the performance objectives may be selected.

It is to be expected that at intervals the individual may want further professional advice and assistance. In some instances, the professional school employee may want to set performance objectives which require the involvement of additional personnel or the availability of instructional materials or supplies which can be provided only through the administrative structure of the school. In such instances, the plan for improvement should be discussed with the immediate supervisor to determine the availability of such resources.

Until such time as local experience suggests otherwise, it may be well to permit various arrangements of employee-colleague combinations rather than to limit such relationships to "logical" combinations. Generally speaking, a person may be expected to prefer working with a colleague who is more experienced.

Plan of Action

Simply stated, an individual determines how he wants to improve, how he will go about doing it, and how he will know what has been done. The "how to do it" is the plan of action. The plan of action is expressed in the form of advanced planning in which dates are set for doing certain things related to the performance objective that has been selected.

For example, one teacher might choose to study the application of transactional analysis in

the classroom setting. The individual may want to set up a schedule for reading selected books on this subject. When the books are read (or even at some interval during the reading), an interview or conference might be set up with someone who is expert in transactional analysis, such as in psychology professor. Finally, a period of a week or so might be identified when a special effort will be made to apply the principles of transactional analysis in the classroom for a sustained period of time. In other words, instead of saying, "I want to study transactional analysis sometime when I get around to it," this desire is systematically expressed as a stated performance objective which is to be accomplished by means of a series of specific steps that are written down as a matter of record and then followed to completion.

Notice that this simple plan of action might be described by the following steps:

1. Seeking out appropriate study materials on the topic
2. Setting up and following a reading schedule
3. Discussion with a reputable consultant
4. An attempt to make an application of the process with children in the classroom setting
5. Reflection upon the effectiveness of the application during the trial period and determine whether to incorporate the practice on a continuing basis.

Even the best laid plans do not always work out. At one time or another, almost everyone falls short of his aspirations. When a plan of action extends over a long period of time, it may be impossible to attain the performance objective unless certain things are completed according to schedule. In the example given, it is not likely that the individual would ever have the satisfaction of trying out transactional analysis techniques in the classroom if the reading were never completed.

The plan of action should include a self-monitoring schedule. Simply stated, the monitoring process is the practice of asking at certain intervals, "Am I doing what I said I wanted to do in the plan of action? If I am not following the plan of action, I should try to catch up, or as experience warrants, the plan of action should be modified."

Record Keeping

Appropriate forms and records should be devised locally. It may be wise to keep them simple and concise.

At the outset, the records may well be in narrative form, written by the individual, dated

and signed by the individual. Forms assist in the process in that the printed heading on the form readily identifies the document (colored forms also help). The professional school employee should have his own personal copy of the plan of action in addition to the file copy. Each local school district committee must make the determination of the filing system that is most convenient and serviceable as well as the decisions as to the use of these records.

Modification of the Kentucky Plan for Special Situations

Joint Efforts of Two or More Professional School Employees

While *The Kentucky Plan* is built around improvement by the individual professional, it may be anticipated that as school personnel discuss their concerns with one another two or more persons will at times identify the same or similar objectives. They may want to collaborate in their efforts to improve their performance.

The comradery of professionals working together can be mutually stimulating and reinforcing for one another. Also, when several persons choose the same or similar performance objective, better use can be made of the physical resources that may be obtained (special books, equipment, etc.) and there is the greater feasibility for securing consultative services from outside the local school.

Individual Goals Versus Local School Goals

The State Committee for Improving the Professional Performance of School Personnel never intended that *The Kentucky Plan* for the systematic improvement of the performance of individual professionals should supersede total staff development programs that are needed from time to time. It is recognized that there are times when the total faculty of a school must work together in some particular instructional program or problem. As a matter of fact, the process of selecting specific performance objectives for a particular school program and devising a plan of action is just as appropriate as a total staff function for a local school as for the individual professional.

Non-Teaching Professional Personnel

It is emphasised that *The Kentucky Plan* should involve every professional school person. Nevertheless, so much of the literature and so much of the emphasis in this document points toward the classroom teacher. The central office staff and the school administrators of each local school district might well demonstrate their leadership by taking the initiative to begin their own personal performance improvement programs in advance of the implementation date adopted for classroom teachers.

Annual Review of the Local School District Plan by the Local School District Committee

While the performance objectives approach to professional improvement has been in use for many years, to most Kentucky school personnel it is a new development. Consequently, there is the problem of moving from ideas to implementation. The state committee has declared that the local school district committees must be free to take the improvement concept and to work out details of implementation appropriate for their specific school situations.

It is particularly important that the local school district committees monitor the operation very carefully during the first year. A thorough review should be made near the end of the school year so that each succeeding year of operation will be improved.

At the state level there will also be a review by the new State Advisory Committee to determine whether modifications are needed in the state guidelines.

Definition of Terms Used in Connection with the Kentucky Plan

1. **Professional school employees** - includes all certified school personnel and also other full-time professional employees such as school nurses, ROTC instructors, school psychologists, and the like.

2. **Expectations of the job** - a job description of similar outline of duties to be performed for a particular professional position. For the purpose of professional improvement, it is important that there be clear communication between the employer and the employee as to what is expected for satisfactory professional performance.

3. **Professional colleague** - another professional school employee selected jointly by the employee and the immediate supervisor to assist in the process of stating performance objectives and in developing a plan of action.

4. **Immediate supervisor** - the administrator to whom the professional school employee reports in the line and staff organization of the local school. For purposes of the improvement process it may be determined that a classroom teacher would report to the school principal or to an assistant principal or in some situations to a department head. A principal would ordinarily report to the local school district superintendent or to an assistant superintendent.

5. **Performance objective** - a written statement specifically describing the improved professional performance that is to be sought through the operation of *The Kentucky Plan.* The written statement is but the first phase of a three-step process which includes (1) stating the performance objective, (2) developing the plan of action or activities which should logically lead to the achievement of the objective, and (3) specifying the evidence or means of determining the extent to which the performance objective has been accomplished. Thus, the statement of the performance objective, the plan of action, and the progress review should flow from one to another in a logical sequence.

6. **Written plan of action** - a written statement detailing the specific steps or activities that are to be taken toward the attainment of the performance objective. When appropriate, a time-line or dead-line dates should be included.

7. **Self-monitoring activities** - the written plan of action should include a set of checkpoints for appraising progress (1) to ensure that regular progress is being made, (2) to provide for modifications of the original plan as needed, and (3) to seek assistance if unforeseen difficulties are encountered.

8. **Supporting actions** - the assistance to be rendered by other professional school employees, as specified in the plan of action to achieve a performance objective. Whenever a plan of action includes the provision for assistance from other persons or for the availability of additional instructional resources, there must be an agreement at the outset that such assistance will be provided; otherwise, it may be necessary to choose some other performance objective or a plan of action which does not require such resources. School

administration must bear much of the responsibility for expediting the availability of resources. Supporting actions also take the form of interest and encouragement on the part of the professional colleague and on the part of school administration.

9. **Appropriate records** - the record keeping system that is developed by the local school district committee for implementing *The Kentucky Plan.* Usually the basic document will be a narrative type chronological record written by the professional school employee.

10. **Local school district plan for improving the professional performance of school personnel** - the statement of how a particular local school district proposes to implement *The Kentucky Plan* within the district. For a suggested outline for the preparation of the local school district plan, please refer to page 16. Usually the document will be titled, *"The _____ County Plan for the Professional Improvement of School Personnel."*

11. **Alternative local school district plan** - an optional plan which a local school district may submit in lieu of a proposal based on *The Kentucky Plan* but which must be in keeping with the philosophy expressed in KRS 156.095 (see footnote, page 3) and which utilizes the input from the professional school employees in the same manner as is required for *The Kentucky Plan.*

12. **Local implementation committee (also called the local school district committee)** - the local district group which recommends the policies and other elements of the local school district plan for approval by the superintendent and the board of education. The local implementation committee is to be appointed by the local school superintendent but its membership must include a majority of classroom teachers. Usually the group will be named "The _____ School District Committee for Improving the Professional Performance of School Personnel."

Suggested Outline for the Local School District Plan for Improving the Professional Performance

This outline is prepared in the form of titles of the various sections that would make up the local school district plan. Under each title is given a statement of what should be described in that section. Thus, by filling in the information requested under each title the local school district plan can be written in a form that will be approvable by the Superintendent of Public Instruction.

_____ School District Plan for Improving the Professional Performance of School Personnel

(Show the title given to the document describing the local school district plan.)

A. Membership of the _____ School District Committee for Improving the Professional Performance of School Personnel

(List the membership of the local school district implementation committee, identifying each member by job title. Also, designate the person who is to serve as the liaison person for communication with the Kentucky State Department of Education with respect to this program. Also, indicate which member is chairperson of the committee.)

B. Orientation of the _____ School District Committee

(Briefly describe the initial activities of the implementation committee in becoming orientated to its work.)

C. Guiding Principles for the Operation of the _____ School District Plan

(List the statements of philosophy, guiding principles, or ground rules established by the implementation committee to guide its work.)

D. Definition of Terms Used in Connection With the _____ School District Plan

(Include a glossary of terms which may need clarification.)

E. Selection of the "Professional Colleague"

(State the manner of selection of the professional colleague for classroom teachers, for

administrative personnel, for other non-teaching personnel such as guidance counselors. If there are alternate means of selection, please elaborate.)

F. Duties of the "Professional Colleague" and of the "Immediate Supervisor"

(Outline the duties of the "professional colleague" and of the "immediate supervisor" with respect to the improvement process.)

G. Special Resources for Supporting the Improvement Process

(Indicate the resources available within the school district and/or within particular schools that may be utilized in connection with the improvement process such as professional leave days that might be used for visiting other schools, provision for securing substitute personnel to allow professional employees to observe other situations, budgetary allocations for the purchase of special instructional materials, available consultant personnel within the district who have special expertise, opportunity to schedule activities for in-service days in relationship to the improvement process.)

H. Record Keeping

(Indicate where and how the individual records will be filed. State any local rules regarding how the records may be used. Attach a copy of any form(s) devised for local use.)

I. Implementation of *The Kentucky Plan* Within the _____ School District

(Include in this section, the instructions to the local school district personnel for carrying on *The Kentucky Plan.* Include such information as:

1. The staff person(s) having the responsibility for administering the local plan; a statement of his duties with respect to the plan.
2. Designation of the immediate supervisor for each professional school employee.
3. The date or dates of implementation with respect to the local district plan and/or various phases of the local district plan. In particular, when is the plan to become effective with every professional school employee beginning the process of setting performance objectives and working toward their accomplishment.
4. The means of orientation for professional school employees including any written information prepared for this purpose.)

J. Self Study of the Operation of the _____ School District Plan for Improving the Professional Performance of School Personnel

(Tell how and when the local district implementation committee, or other designated personnel, will make a formal review of the progress and the operation of the local district plan and how as a consequence of this study the local district plan may be revised. Indicate whether the results of such study will be publicized to all of the professional school employees and to the total school community.)